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ABSTRACT

This is a script that was designed for a set of mediated materials intended to introduce the concepts which are basic to competency-based teacher education (CBTE). The materials consist of 115 35mm slides, a 22-minute cassette audio tape, and this script. Each page contains two columns: one for visual descriptions, the other for audio. The audio description defines knowledge, product, and performance criteria; compares competency-based programs to traditional programs; defines instructional and expressive objectives; and describes the use of instructional modules. Finally, the audio stresses the advantages of the field-based component of CBTE as opposed to traditional programs. (JA)

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COMPETENCY-BASED TEACHER EDUCATION: AN OVERVIEW

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The script which follows was designed for "Competency-Based Teacher Education: An Overview," a set of mediated materials intended to introduce the concepts which are basic to competency-based teacher education. The materials consist of 115 35 mm. slides, a twenty-two minute cassette audio tape, and this script. Because of the number of slides, it is recommended that a Kodak Carousel 140-slide tray be used when presenting the materials.

The materials were produced for the Center for the Study of Teaching of the School of Education of Syracuse University by the Videorecord Corporation of America, Westport, Connecticut. The National Center for Educational Research and Development and from Teacher Corps, Bureau of Educational Personnel Development supported the production.

The ideas which are presented in these materials are primarily reflections of the thinking of the directors of Phase II of the Office of Education, National Center for Educational Research and Development Model Elementary Teacher Education Project. Thus, the contributions of the following are gratefully acknowledged: James M. Cooper, University of Massachusetts; M. Vere DeVault, University of Wisconsin; George E. Dickson, University of Toledo; Norman R. Dodl, Florida State University; W. Robert Houston, Michigan State University; Charles E. Johnson, University of Georgia; and H. Del Schalock, Teaching Research.

W.A.W.

VISUAL	AUDIO
1. COMPETENCY-BASED TEACHER EDUCATION: AN OVERVIEW	1. (Music only.)
2. CONCEIVED AND DEVELOPED BY WILFORD A. WEBER	2. (Music only.)
3. CENTER FOR THE STUDY OF TEACHING, SCHOOL OF EDUCATION SYRACUSE UNIVERSITY	3. (Music only.)
4. WITH THE SUPPORT OF THE NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT AND	4. (Music only.)
5. THE TEACHER CORPS, BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT	5. (Music only.)
6. THE OFFICE OF EDUCATION, DEPARTMENT OF HEALTH EDUCATION AND WELFARE	6. (Music only.)
7. COMPETENCY-BASED TEACHER EDUCATION: AN OVERVIEW	7. (Music only.)
8. ILLUSTRATION	8. Today's teacher, working with children, finds the classroom an arena of challenge, opportunity and change--a mirror of the dynamic culture in which we live.
9. ILLUSTRATION	9. Believing that the tempo of social change will continue to accelerate, teacher educators have sought to help prepare the teacher to accommodate and initiate change while fostering the growth of children.
10. ILLUSTRATION	10. In response to these realities, a new approach to teacher education has been forged. It appears exciting in its promise.
11. COMPETENCY-BASED TEACHER EDUCATION	11. We call this new, and growing approach Competency-Based Teacher Education.

VISUAL	AUDIO
12. EXPLICIT COMPETENCIES/ EXPLICIT CRITERIA	12. By this we mean a program in which the competencies to be acquired by the student and the criteria to be applied in assessing the competencies of the student are made explicit.
13. STUDENT ACCOUNTABILITY	13. And the student is held accountable for meeting these criteria.
14. ILLUSTRATION	14. At first glance, this may appear a rather harsh, mechanistic approach to teacher education.
15. ILLUSTRATION	15. Yet nothing could be further from the truth. For the teacher competencies specified by those involved in the program are those particular attitudes, skills, understandings and behaviors they feel facilitate the intellectual, social, emotional and physical growth of children.
16. KNOWLEDGE PERFORMANCE/ PRODUCT CRITERIA	16. The criteria used in assessing the competence of the student are three-fold.
17. KNOWLEDGE CRITERIA	17. First are knowledge criteria--used to gauge the student's cognitive understandings.
18. PERFORMANCE CRITERIA	18. Performance criteria are employed to assess his teaching behaviors.
19. PRODUCT CRITERIA	19. Product criteria are used to assess his teaching effectiveness. The growth of pupils he has taught are the evidence for this assessment.
20. ILLUSTRATION	20. The use of these criteria is not unique to competency-based programs. But where traditional programs give greatest weight to the teacher's knowledge, today the trend is toward stronger emphasis of performance and product. Clearly a personal storehouse of information doesn't alone make an effective teacher. What is most meaningful is the teacher's

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	ability to facilitate the learning of children.
21. ILLUSTRATION	21. How specifically does the competency-based program differ from other approaches?
22. ILLUSTRATION	22. In a traditional program, time is held constant while achievement varies. The emphasis is on the completion of a certain number of courses regardless of whether the student acquires mastery in all areas of study.
23. ILLUSTRATION	23. On the other hand, in a competency-based program, achievement is held constant and time varies. That is, the competencies to be achieved are specified and the student achieves those competencies at his own rate of progress. He moves as quickly as he wishes and is able.
24. ENTRANCE	24. Traditional programs place heavy emphasis on entrance requirements.
25. EXIT	25. Competency-based programs put greatest emphasis not on entrance requirements, but on exit requirements.
26. ENTRANCE/EXIT	26. Simple logic suggests that it is much more germane to examine an individual's abilities after completion of a program, rather than before he has even entered it. Competency-based education assumes the obvious wisdom of this observation. One dividend of the competency-based approach is to open the doors of teacher education to enable individuals who might otherwise have been excluded from equal educational opportunities. Another dividend is to assure mastery of all competencies.
27. EXIT	27. How are the competencies that the student is expected to acquire made explicit? As we shall see, through the specification of objectives . . .

VISUAL	AUDIO
28. INSTRUCTIONAL OBJECTIVES	28. Two general types of objectives lie at the heart of competency-based education. The first are instructional objectives.
29. ILLUSTRATION	29. Instructional objectives specify skills, knowledge, behaviors and attitudes to be acquired by the student. Three types of criteria are used in determining the student's level of achievement with respect to these objectives.
30. ILLUSTRATION	30. For example, if the objective is for the student to describe the meaning of higher-order questions, knowledge criteria are applied.
31. ILLUSTRATION	31. If the objective is to have the student demonstrate an ability to ask higher-order questions, performance criteria are brought to bear.
32. ILLUSTRATION	32. If the student is to influence the behavior of children by asking higher-order questions, then product criteria are applicable.
33. EXPRESSIVE OBJECTIVES	33. The other set of objectives are expressive objectives Rather than being competencies the student acquires, they are events he experiences.
34. ILLUSTRATION	34. For instance, the student will read a story to a kindergarten child--while holding the child on his lap.
35. ILLUSTRATION	35. The student will visit the home of each of his pupils. These are examples of expressive objectives.
36. ILLUSTRATION	36. The keystone of competency-based teacher education instruction is the instructional module.
37. INSTRUCTIONAL ACTIVITIES	37. An instructional module can be thought of as a set of learning activities intended to facilitate the student's achievement of an objective or set of objectives.

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38. OBJECTIVES	38. The module consists of the following elements: first, the objective is stated clearly and made public thus making explicit the program's expectations of the student.
39. PRE-TEST	39. The pre-test, a diagnostic vehicle that determines what if any instructional activities he needs to experience.
40. INSTRUCTIONAL ACTIVITIES	40. Then, the instructional activities, self-paced learning experiences intended to facilitate the student's achievement of the objective.
41. POST-TEST	41. When the student feels ready, he takes the post-test, designed to measure his level of mastery in relation to his objective.
42. ILLUSTRATION	42. The module approach enhances possibilities...
43. SELF-PACING	43. ... for self-pacing ...
44. PERSONALIZATION/ INDIVIDUALIZATION/ INDEPENDENT STUDY	44. ... independent study, individualization, personalization ...
45. ILLUSTRATION	45. ... and alternative means of instruction.
46. ILLUSTRATION	46. Some modules are brief--as little as thirty minutes--yet others may require days, weeks or months to complete.
47. ILLUSTRATION	47. Instructional activities are carried on in diverse settings, ranging from discussions in the seminar room to microteaching in a public school classroom; the sensitivity training session in a dormitory lounge, to the tutorial in a church basement.
48. SELF-PACING WITHIN THE MODULE	48. As noted, the module approach makes possible self-pacing and alternate routes of instruction.

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49. JOHN/MARY	49. As we see here, John, after passing the pre-test, is ready to move on, having already demonstrated mastery. In other words, he need not pursue the module further.
50. MARY/MARK	50. Mary and Mark, needing to pursue instructional activities relevant to the objectives, worked through the module at different rates.
51. BARB/BOB	51. Pretesting out of certain parts of the module, Barbara and Bob worked through only those areas in which they needed instructional help.
52. MARTIN	52. After Martin worked through the module, he failed the post-test. Following remedial activities, he passed a second post-test.
53. ILLUSTRATION	53. Thus the flexibility of the module approach appears attractive as an alternative to traditional "lock-step" curricula.
54. TRADITIONAL PROGRAM	54. Usually traditional programs consist of rigidly separated disciplines.
55. ILLUSTRATION	55. Within each discrete discipline are courses with particular foci. Due to the dearth of inter-disciplinary integration, many disciplines are walled off from all others. Ingrown interests may drift toward irrelevancy with respect to the student's needs in the real world. Furthermore, overlapping, as well as dangerous gaps, appear in the student's learning.
56. ILLUSTRATION	56. In a competency-based program, however, the interdisciplinary approach is preeminent in the design of the curriculum.
57. OBJECTIVES/MODULE A	57. Related objectives are grouped in a single module;

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58. COMPETENCY-BASED PROGRAM	58. related modules are then clustered as components and the components may be given discipline-like labels.
59. ILLUSTRATION	59. As teaching realities shift--in a world of rapid cultural and technological change--modules can be deleted, added or modified to keep abreast of reality. No walls need stand among educators or between the program and the larger world.
60. ILLUSTRATION	60. Besides giving the student greater flexibility in pursuing learning activities, as we have already seen ...
61. JOHN	61. ... the modular approach affords the virtues of self-pacing and alternate routes of instruction in the program as a whole. Watch, now, as John completes his own sequential preference. First, a module in Sensitivity Training.
62. JOHN	62. Next, a teaching behaviors and practices module, emphasizing reinforcement theories.
63. JOHN	63. A child development module, stressing the implications of Piaget's work.
64. ILLUSTRATION	64. A child development module oriented toward the utilization of closed observations.
65. ILLUSTRATION	65. A human relations module, in giving and receiving feedback.
66. ILLUSTRATION	66. And another in developing empathy for the inner-city child.
67. ILLUSTRATION	67. A module stressing the diagnosis of reading difficulties.
68. ILLUSTRATION	68. And a module intended to develop an awareness of community resources.
69. ILLUSTRATION	69. A methods and materials in science module.

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70. JOHN	70. And with the completion of a module intended to develop his abilities of teacher behavior self-analysis, John has now worked through an individualized self-designed, self-paced program segment which has helped him achieve certain of his objectives.
71. SELF-PACING WITHIN THE PROGRAM	71. (Music only.)
72. JOHN/MARK/MARY/FRANK	72. Here we see that Mark and Mary have finished those same ten modules--in differing sequences and time intervals.
73. MARK/MARY/FRANK	73. Furthermore, both completed one additional module.
74. FRANK/GEORGE	74. Further evidence of the flexibility provided by a modular approach appears in Frank's unique sequence for the completion of twelve modules, including a week spent with a gifted reading teacher.
75. GEORGE	75. Finally, in the same time span, George achieved mastery in only five modules.
76. TRADITIONAL	76. In traditional programs, a student's time is rather rigidly allocated, with the bulk spent in attending classes and doing homework.
77. COMPETENCY-BASED	77. In a competency-based program, the student is free to plan his schedule of activities around his needs and interests while working toward the achievement of specific competencies.
78. TRADITIONAL/ COMPETENCY-BASED	78. (Music only.)
79. ILLUSTRATION	79. Money and student time represent important resources in any teacher education program. Generally, traditional programs have given highest priority to financial considerations.

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80. ILLUSTRATION	80. While recognizing realistic fiscal parameters, competency-based programs reflect a concern for maximizing the use of student time--the crucial resource never to be squandered.
81. ILLUSTRATION	81. Traditional programs find the student largely rivetted to the campus. Contact with children is restricted to the short, senior-year student teaching experience, while independent-study opportunities are of a homework-assignment variety.
82. ILLUSTRATION	82. Precisely because they are reality-oriented, competency-based programs require that students spend proportionately more time interacting with children.
83. ILLUSTRATION	83. The public schools provide the best setting for student-child interaction.
84. FIELD CENTERED CURRICULUM	84. A field-centered curriculum calls for a progression of early-awareness experiences, tutoring, micro-teaching, small-group and total-class teaching responsibilities throughout the student's professional education.
85. INTERNSHIPS	85. Post-baccalaureate internships are a part of the growing trend toward field-centered curricula. Increasingly, programs will provide for resident internships beyond the bachelor's degree for purposes of specialization.
86. ILLUSTRATION	86. In traditional programs, many faculty hours are spent in lecture situation.
87. ILLUSTRATION	87. Consequently, the faculty member often stands remote from the student.
88. ILLUSTRATION	88. In a conscious attempt to overcome this, the modular approach emphasizes small group work, seminars and counseling.
89. ILLUSTRATION	89. These experiences provide far greater

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	opportunities for closer faculty-student relationships.
90. PERSONALIZATION OF INSTRUCTION	90. Better faculty-student rapport increases possibilities for personalization of the student's experience.
91. DIFFERENTIATED STAFFING PATTERNS	91. Furthermore, competency-based teacher education prompts more efficient utilization of staff. Differentiated staffing patterns in higher education allow personnel from a wide range of sources to bring into harmonious balance their various teacher-educator roles and their individual interests and expertise.
92. ILLUSTRATION	92. The competency-based approach allows faculty members to escape from the mire of grading, attendance keeping, and other numbing clerical routines, freeing them for more creative roles.
93. UTILIZATION OF NEW	93. One example of such roles is found in faculty collaboration with materials production specialists in the design of educational materials utilizing the new technology.
94. ILLUSTRATION	94. (Music only.)
95. ILLUSTRATION	95. (Music only.)
96. KEEP OUT	96. The sharing of program responsibilities represents a growing trend. In the past, the college or university has borne sole responsibility for the teacher's education. It cooperated only in a limited way with the public schools, jealously excluding from the decision-making process other organizations with estimable investments in teacher education and the education of children.
97. ILLUSTRATION	97. From traditional inwardness . . .

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98.	MULTI-INSTITUTIONAL PATTERNS OF ORGANIZATION	98.	. . . today we are moving toward the sharing of decision-making responsibilities by all who are directly or indirectly concerned: the college, the students, the public schools, and the community .
99.	ILLUSTRATION	99.	.. educational governmental agencies, state departments of education, philanthropic foundations, the information and educational industries, teachers' associations and other professional groups.
100.	SYSTEMS ANALYSIS APPROACH	100.	A further way in which teacher education may be kept relevant in a changing society exists in the benefits to be derived from systems-analysis approaches in program design, development, and operations.
101.	FEEDBACK	101.	Formative data provide feedback concerning both student and program progress .
102.	INPUT	102.	.. thus facilitating data-based decision-making regarding the appropriateness of program objectives...
103.	PROCESS/OUTPUT	103.	the adequacy of instructional activities, and the effectiveness of program graduates
104.	INPUT/PROCESS/ OUTPUT/FEEDBACK	104.	Thus a competency-based teacher education program remains an open system, capable of regeneration in the face of change
105.	ILLUSTRATION	105.	In the past few minutes, we have presented a brief overview of competency-based teacher education and other contemporary trends in teacher education
106.	ILLUSTRATION	106.	Clearly as an institution moves toward a competency-based teacher education program, it will--indeed, it must--generate its own variations on the theme.

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107.	ILLUSTRATION	107. (Music only.)
108.	ILLUSTRATION	108. Those of us now committed to the challenge of developing competency-based teacher education programs believe that the work will prove justified.
109.	ILLUSTRATION	109. We hope that your experiences in the days ahead will serve to support this conviction. This is Tom Dunn.
110.	CONTRIBUTIONS OF THE FOLLOWING ARE GRATEFULLY ACKNOWLEDGED JAMES M. COOPER U. OF MASSACHUSETTS	110. (Music only.)
111.	M. VERE DeVAULT U. OF WISCONSIN GEORGE E. DICKSON U. OF TOLEDO	111. (Music only.)
112.	NORMAN R. DODL FLORIDA STATE U. W. ROBERT HOUSTON MICHIGAN STATE UNIVERSITY	112. (Music only.)
113.	CHARLES E. JOHNSON U. OF GEORGIA H. DEL SCHALOCK TEACHING RESEARCH	113. (Music only.)
114.	WRITTEN BY JOHN SPEICHER PHOTOGRAPHED BY MICHAEL FREDERICKS, JR.	114. (Music only.)
115.	A VIDEORECORD CORPORATION OF AMERICA PRODUCTION	115. (Music only. End.)